

COMMUNICATION 3333: Crisis Communication Synchronous Remote Tuesdays and Thursdays 11:10 a.m. – 12:30 p.m. Fall 2020

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| Instructor: Lanier Frush Holt, Ph.D. | | Office hours: 1 p.m. – 2:30 p.m. Tuesdays and Thursdays via Zoom |
| Best way to reach me: e-mail: holt.341@osu.edu | | Phone: (614) 292-7438 |
| Teaching Assistant: Kristina Medero | e-mail: medero.2@osu.edu | Office hours: 1 p.m. -3 p.m. Monday and Wednesday via Zoom |

Course Description

This course is especially apropos right now during the height of the Black Lives Matter Movement, an election cycle, and a global pandemic, during all of which effective communication is essential. Moreover, now more than ever, failures in successful communicating during crises are not only injurious to the communicator but are near fatal in terms of how the public perceives both the issue and the communicator. Hence, now is perhaps the penultimate time to take this course.

Course Learning Goals and Outcomes

This course is designed to give you a hands-on, real-world, theory-driven ability and knowledge of how to handle crises effectively. Although the aforementioned crises are at the forefront of the public's consciousness, every day, something happens in the world of business, economics, or in the lives of celebrities that involve crises. These range from the little know, like the dating scandal at NASA, to well-known incidents like Tiger Woods' affair and the Catholic church's ongoing fiascos.

Strategic communication and PR are the most popular, most-hired from field within communication and Crisis Communication is at the apex of the discipline. Most people can write press releases or work in industries during times of tranquility. Crises are when communicators show companies their worth. Notably, when communications fail during crises, communicators are fired and that is when companies fail literally (e.g. Enron) and images of clients suffer (e.g. Tiger Woods) often irreparably. Hence, what

you learn here is practical, it is real, and it is important. This class will challenge you. Be prepared. Not everyone can do what you will be asked to do.

Mode of Delivery

This course will be presented synchronous remotely. The live distance learning component will take place from 11 a.m. – 12:30 p.m. Tuesdays and Thursdays (except where noted on the syllabus) via the Carmen Zoom link posted on our class page. Determination of if classes will be recorded and shared with students will be made on a case-by-case basis.

How this course works

There is no standard textbook for the course. All of the readings will come from scholarly communication and relevant media articles (*all of which will be provided to you via Carmen/Canvas*) and contemporary news articles relating to the topic being discussed that day. If you have difficulty receiving or understanding the materials, please contact the instructor or the teaching assistant immediately. That is why you pay your money to attend OSU, and why the TA and I are here.

Any changes in the course for any reason, COVID-19 or otherwise, will be announced in the course, via message, or announced on Carmen. In response to the current pandemic, students should attend each lecture online at the assigned time.

Course Website

Check the homepage on Carmen regularly for announcements, course changes, or other matters related to the course.

Course Requirements

Students are required to be active participants in discussions and to answer questions when called upon.

Here is a synopsis of the assignments and point values for the semester:

Point Values per Assignment

| Assignment | Point Value | Maximum Semester Points |
|------------------|-------------|-------------------------|
| Test 1 | 50 | 50 |
| Test 2 | 50 | 100 |
| Press Conference | 50 | 150 |
| Final Exam | 100 | 250* |

Total number of semester points: 250*

Course Policies

There are very few course policies, but they are firm: tests, extra credit work, and missed debates/classes **cannot** be made up unless there is a verifiable reason **in advance**. If you miss an assignment, test, or other graded element, you must have documentation to make up the assignment, examples of which include a signed doctor's note, the program from the event you are attending, or prior permission from the instructor, Dr. Holt, **not** the teaching assistant. If you are late, miss an assignment, or miss class for any reason, **do not** expect me, or the teaching assistant, to catch you up or tell you what you missed. As you will hear several times, **your education is your responsibility**. Welcome to adulthood. On a related note, if you are planning to miss class, **never** ask us if you're going to miss something by not coming to class. That is the purpose of classmates. Also, if you are going to miss class, **you need not send the teaching assistant, or myself, an e-mail letting us know why.**

Tests/Final Exam: Students will initialize an assurance that they are not using notes, readings, or other outside resources (e.g., web based or otherwise) not explicitly allowed by the professor at the beginning of each examination.

Press Conferences

During the course, we will have a series of Zoom press conferences. **All students are required to attend each press conference regardless of if they are presenting or not out of respect for their classmates.** As such, attendance will be taken on Press Conference Days. As college students, you are preparing for your profession; in much the same way that you would not miss a meaningful day of work, you should not miss the press conference. **Students should dress professionally for the press conference ONLY on the days in which they are presenting and will be evaluated as such in much**

the same way that you are evaluated during a job interview and in your occupation based on the degree to which you appear professional. **Students who do not attend each day of the press conference will receive a ZERO on the assignment regardless of if they have participated in their group's press conference presentation or not. Students who do not attend class when groups are decided will be forced into a group of the professor's choosing. Also, students cannot do this assignment alone. This is non-negotiable.**

Students who are not in class will NOT have spots saved for them in groups of their choosing unless they have prior authorization from the professor for medical or family emergencies or are absent due to athletic responsibilities as determined by The Ohio State University athletics department. No exceptions.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24-hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Current events

As citizens of an ever-changing cultural world, students are **required to read a daily news source and speak/pose questions to the Chat via Zoom on current events at the start of each class.** Questions on topics discussed during the "Current Events" portion of each class period will be posed on the Exams, therefore incentivizing you to participate and engage in current event discourse and to attend class.

Trigger warning

Be advised, this course deals with controversial and hot-button topics that may cause you anger, frustration, guilt, and a host of other emotions that you may not normally experience in an educational setting. If you feel you are experiencing any of these emotions, please let me know and also seek help from a medical or mental health professional. Sharing such information with me will not be made available to the class and will not adversely affect your grade.

Academic Integrity

All students at The Ohio State University are bound by the code of student conduct (see http://studentaffairs.osu.edu/resource_csc.asap). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with The Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct can be found on the above website.

Reasonable Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (614) 292-3307 in 098 Baker Hall to coordinate reasonable accommodations for students with documented disabilities.

Grades

Be advised, grades are not discussed immediately after an assignment is returned. Students must wait until the next class period to discuss their grades. All grades are final after one academic week. Appeals should first be made to the teaching assistant who will then have a say on whether the grade moves on to the instructor. **Professor Holt has the final say on all grades and grade appeals in this course.**

Penalties

The instructor and fellow classmates have the right to expect that students act respectfully. This includes focusing on lecture and discussion material during class time by silencing and not using cell phones, only using personal computers/tablets for taking notes and interacting over Zoom, only using Zoom Chat to communicate with the entire group (refraining from side conversations with individuals), and respecting other students' views and opinions.

This course deals with sensitive topics, topics that can be controversial, and at times this course can be combative. As such, students are asked to treat each other with decency and respect. Although students can speak with candor, and are indeed

encouraged to do so, students should not belittle or berate their classmates, or use excessive profanity.

Grading Scale:

| | | | |
|----|----------|----|-----------------|
| A | 93-100% | C+ | 77-79.9% |
| A- | 90-92.9% | C | 73-76.9% |
| B+ | 87-89.9% | C- | 70-72.9% |
| B | 83-86.9% | D+ | 67-69.9% |
| B- | 80-82.9% | D | 60-66.9% |
| | | E | 59.9% and below |

Extra credit points: It is solely at the discretion of the instructor to award extra credit points. At this time, there are no extra credit points, but some may arise as the semester progresses.

Attendance, participation, and discussions

Credit hour and work expectation

This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average. [ASC Honors](#) provides an excellent guide to scheduling and study expectations.

Student participation requirements

Because this is a 100% distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Viewing lectures during each of the assigned class meeting times (unless a different arrangement is made on a case-by-case basis)**
- **Asking questions either via e-mail, the Chat function in Zoom, or the class message board in Canvas/Carmen.**
- **Office hours:** We are available to help you to learn, understand, and grow as individuals. If your question is something that you believe may be of interest to others in the class, please post to the "Ask the instructor" discussion board in Carmen/Canvas. Office hours are digital via Carmen Zoom.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. The instructor and TA both work very hard to provide a positive learning experience. Please keep this in mind and remain civilized and respectful in your email and discussion board communications.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, please use APA style. For online sources, be sure to include a link.)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Carmen:**
 - Carmen, Ohio State's Learning Management System, will be used to host materials and activities throughout this course. To access Carmen, visit [Carmen.osu.edu](https://carmen.osu.edu). Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu.
 - Help guides on the use of Carmen can be found at <https://resourcecenter.odee.osu.edu/carmen>
 - **This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.**

- [Carmen accessibility](#)
- **Carmen Zoom:**
 - Office hours will be held through Ohio State's conferencing platform, Carmen Zoom. A separate guide to accessing Carmen Zoom and our office hours is posted on the course Carmen page under Files.
 - Students may use the audio and video functions if a webcam and microphone are available. If not, there is still a chat function within Carmen Zoom for the student to live chat with the professor or TA in the virtual office hours room.

[Carmen Zoom](#) help guide

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Web cam and microphone

Necessary software

- Word processor with the ability to save files under .doc, .docx, .rtf, or .pdf. Most popular word processing software programs including Microsoft Word and Mac Pages have these abilities.
- OSU students have access to Microsoft Office products free of charge. To install, please visit https://osuitsm.service-now.com/selfservice/kb_view.do?sysparm_article=kb04733

COVID-19 and Illness Policies

University COVID policies

Student illness or absence

If *you* are too ill to participate in this course due to COVID-19 or another illness, please contact the instructor as soon as you are able. All materials will be made available on Carmen, including lecture recordings and slides. Alternate assignments or extensions may be arranged.

Instructor illness or absence

If the *instructor* is too ill to teach the course for a period of time, the designated backup for this course will step in. You will be notified via email from the School of Communication.

Course Schedule

Note: All readings should be done BEFORE the date listed on the syllabus, (i.e., the September 13th readings should be done prior to class on September 13th), as that is when material related to the readings will be discussed. Also, be advised the readings will not be discussed in detail during the class. Readings augment what is discussed in class and are **not** merely rehashing the topic.

As mentioned earlier, whenever possible, a link or the actual reading(s), will be made available to you via Carmen/Canvas. However, in some instances you may have to look up some materials on your own. We will discuss how to find such readings in class as it will be an invaluable tool should you move on to graduate school.

The list of readings and dates they will be discussed is tentative and may be changed depending on the speed in which we get through the material and events that transpire in the real world (e.g., if the Urban Meyer controversy had broken during the semester we would talk about it rather than what is listed on the syllabus). Also, readings may be added to, and deleted from, the syllabus as the semester progresses. Changes will be announced either via electronic medium(s) or in class.

TENTATIVE Course Schedule

| Date | Topic | Readings | Responsibilities/ In-class work |
|--|--|---|------------------------------------|
| Tuesday, Aug. 25 th | Course expectations detailed | | Bring syllabus |
| LEARNING OBJECTIVE: Understand crisis communication: How to do it, how not to do it, and why it is necessary | | THEORIES USED: Spiral of Silence, Priming and Framing | |
| Thursday, Aug. 27 th | Pandemic lectures: Messages from the past and from where did this come? | | |
| Tuesday, Sept. 1 st | Pandemic Lectures: What mistakes were made and how did we get here today? | - Wolf – Dollars vs. Death is the Sickening Choice Created by the Coronavirus - The Guardian – Spanish Minister says Older People found ‘Dead and Abandoned’ | |

| Date | Topic | Readings | Responsibilities/ In-class work |
|--|--|--|------------------------------------|
| Thursday, Sept. 3 rd | Pandemic Lectures: Where are we going, what mistakes were made, and how should we be communicating this issue? | | |
| LEARNING OBJECTIVE: Learning how to communicate your organization or client is considered racist and the tremendous consequences of doing it wrong. | | THEORIES USED: Cultivation, Spiral of Silence, Priming. | |
| Tuesday, Sept. 8 th | Black Lives Matter: George Floyd, Breonna Taylor, et al., : Communicating on racial issues in 2020 | - Kristoff – “When Whites Just Don’t Get It.” - Metta – “I, Racist.” | |
| Thursday, Sept. 10 th | South Carolina, the Confederate flag, how did we get here, and what does this have to do with my future employment? | - Holt, L.F. “Bringing Their Tomorrow into Today: Why it’s Essential to Teach Diversity in Advertising Education.” | |
| Tuesday, Sept. 15 th | Race and Media: The contemporary example of Hurricane Katrina | - Giroux – The Politics of Disposability - The National Review – The Blame Game | |
| Thursday, Sept. 17 th | Test 1 Review Session | | |
| Tuesday, Sept. 22 nd | Test 1: (25 questions: 50 points; 2 points per question) | | |
| Learning Objective: When crises are beyond your control. Understanding how to communicate when dealing with a terrified or angry public | | Theories Used: Spreading Activation, Framing, and Agenda setting | |

| Date | Topic | Readings | Responsibilities/ In-class work |
|---|--|---|------------------------------------|
| Thursday, Sept. 24 th | Communicating during potential crises and when the public is terrified: What you could be doing if today's headlines become real | | |
| Tuesday, Sept. 29 th | Dealing with an Angry Public: Handling crisis after your organization has done wrong | Berkowitz: On the Formation and Regulation of Anger and Aggression | |
| LEARNING OBJECTIVE: Understanding the real world and value of communication and public relations to during crises | | THEORIES USED: Coomb's Situational Crisis Management theory; Benoit's Image Restoration Typology; Cognitive-Neoassociation; Crisis Decision Theory | |
| Thursday, Oct. 1 st | The recurring nightmare: School shootings; effective and ineffective planning and the consequences of both | | |
| Tuesday, Oct. 6 th | The Lies We Tell Teens: Big-time college athletics and the crises of the Big 10 (including The Ohio State University). | | |
| Thursday, Oct. 8 th | Rumors: How to handle what people say your organization is believed to have said | Alexander: Crash Course in Managing Rumours Doorley & Garcia – Rumor Has It Dilenschneider – Rumor has It: The Art of Managing Speculation | |

| Date | Topic | Readings | Responsibilities/ In-class work |
|---|---|--|--|
| Tuesday, Oct. 13 th | Image Repair: Dow Corning's Breast Implant Fiasco and repairing corporate respect | Brinson & Benoit: Dow Corning's Image Repair Strategies in the Breast Implant Crisis | |
| Thursday, Oct. 15 th | Test 2 Review Session | | |
| Tuesday, Oct. 20 th | Test 2: (25 questions: 50 points; 2 points per question) | | |
| LEARNING OBJECTIVE: Learning how media messages can positively or negatively influence the image of your client(s). | | Theories USED: Framing, Neo-cognitive Association, and Priming | |
| Thursday, Oct. 22 nd | What do you do when you cannot trust what your client will say on any topic: The Curious Case of Trump and what should you do as a crisis communicator? | <i>Slate</i> : How Trump Has Cultivated the White Supremacist Alt-Right for Years" <i>Fortune</i> : Donald Trump's Social Media Ties to White Supremacists Holt, Ellithorpe, & Ralston: So Why Do You Think That Way?: Examining the Role Implicit Attitudes and Motivation Play in Audience's Perception of a Racially Charged Issue. | |
| Tuesday, Oct. 27 th | Tiger Woods: A textbook example of crisis communication being done wrong | | Press Conference Topics Announced |

| Date | Topic | Readings | Responsibilities/ In-class work |
|--|---|---|------------------------------------|
| Thursday, Oct. 29 th | Groups assigned at random – Group members list must be sent to TA and Professor Holt by the end of the day 11:59 p.m., EST <i>- Group work day the rest of the period -</i> | | |
| Nov. 3 rd | <i>- Group work day -</i> | | |
| Thursday, Nov. 5 th | <i>- Group work day -</i> | | |
| Tuesday, Nov. 10 th | Press Conferences and/or Debates (5-6 people per group; 8 groups presenting; 7-8 minutes each) Midterm Press Conference: Maximum of 50 points Mandatory Attendance | | |
| Thursday, Nov. 12 th | Press Conferences and/or Debates (5-6 people per group; 8 groups presenting; 7-8 minutes each) Midterm Press Conference: Maximum of 50 points Mandatory Attendance | | |
| Tuesday, Nov. 17 th | Press Conferences and/or Debates (5-6 people per group; 8 groups presenting; 7-8 minutes each) Midterm Press Conference: Maximum of 50 points Mandatory Attendance | | |
| Thursday, Nov. 19 th | Press Conferences and/or Debates (5-6 people per group; 8 groups presenting; 7-8 minutes each) Midterm Press Conference: Maximum of 50 points Mandatory Attendance | | |
| LEARNING OBJECTIVE: Understanding what happens when you work for institutions the government regulates and those regulations fail the public | | THEORIES USED: Fink's Stage Theory; Benoit's Image Restoration Theory | |
| Tuesday, Nov. 24 th | Volkswagen Crisis: Dirty Money and the 'Clean' Diesel Problem | | Video: Hard NOx |
| Nov. 26-27 th | Indigenous People's Day No Class | | |

| Date | Topic | Readings | Responsibilities/ In-class work |
|-----------------------------------|--|---|------------------------------------|
| Tuesday, Dec. 1 st | Takata Airbags: Today and Tomorrow's Problem | Yan - Can Takata Survive After Airbag Scandal? Isidore - Takata Airbag Recall is Worse than We Thought | |
| Thursday, Dec. 3 rd | Final Exam Review session | | |
| Tuesday, Dec. 8 th | Final Exam (Cumulative: 100 points; 50 questions) | | |

About your professor: Dr. Lanier Frush Holt is an award-winning professor having earned both the Ohio State University Distinguished Alumni Teaching Award and the College of Arts and Sciences Outstanding Teacher of the Year Awards – both the highest honors awarded in teaching in the entire OSU system (the former awarded by the administration and the latter by students). The faculty award is only earned by up to 10 faculty out of the university system's 3,000 professors. The student award recognizes Dr. Holt as the top professor amongst more than 1,000 eligible faculty members on OSU's main campus. Both awards are given to a professor only once in his career. He has also been recognized for teaching excellence at both Butler University and Indiana University, where he taught prior to coming to OSU.

Holt teaches Crisis Communication, Media Law & Ethics, and Intercultural Communication. He previously taught public relations at Butler University, business writing in the prestigious Kelley School of Business at Indiana University, and several journalism, writing, and public relations courses at IU.

Dr. Holt earned his master's in journalism, specializing in political communication, and a Ph.D. in Mass Communication, examining the effect media messages have on the perceptions of people of color, women, and other marginalized groups, from Indiana University. He earned his undergraduate degree at the University of Minnesota where he also ran track.

In addition to teaching, Holt earned the Top Faculty paper award in the Electronic News division at a national American Educators for Journalism & Mass Communication conference for a paper that examines if public attitudes toward the Don't Ask Don't Tell policy moved in lockstep or discordant with the media's coverage and political elite's opinion of the issue.

Prior to his return to academia, Holt was an award-winning newspaper reporter. He has worked as a staff reporter for the Rochester *Post-Bulletin*, worked at the *Chicago Tribune*, and *Indianapolis Star* newspapers. He has been quoted in the *Wall Street Journal*, interviewed by ESPNU, WOSU, and a host of other media outlets. He has also worked at World Headquarters for Honeywell Inc., the company's aerospace business unit Sensor & Guidance Products, and done public relations for the Minneapolis NAACP.

He hails from Ford Heights, Illinois, which is located south of Chicago roughly between the city's south side and Gary, Ind.